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ABSTRACT

The lives of adult women tend to be framed by emotional relationships created early in the life course that reflect the social roles of daughter, friend, wife, and mother. These bonds, often long-term, persist in later adult life and shape decisions made about job and career trajectories through their implementation or not in the social networks that women create and sustain over time. Consequently, when women decide to take on a new role or elaborate an old one, new behaviors may be guided by their existing social network. Women's use of social support depends upon several factors: individual appraisal of personal resources and coping strategies, resources conceived as available from the social network, appraisal of stressors from contextual and personal viewpoints and an overall evaluation of the costs and benefits of utilization of one's social network. Women continually reevaluate their choices about role behavior through the filter of important emotional relationships. Data from a replicated, single subject design examining women's (N=12) evaluations of success as reentry students support the idea that adult women tend to plan, choose, and evaluate their behavior within the context of important relationships. In times of transition, peer group acceptance and companionship may be more supportive for adult women than the traditional components of social support. (Author/ABL)

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SOCIAL NETWORKS: DO THEY AFFECT ROLE CHANGE IN ADULT WOMEN?

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Abstract

The lives of adult women tend to be framed by emotional relationships created early in the life course that reflect the social roles of daughter, friend, wife and mother. These bonds, often long-term, persist in later adult life and shape decisions made about job and career trajectories through their implementation or not in the social networks that women create and sustain over time. Consequently, when women decide to take on a new role or elaborate an old one, new behaviors may be guided by their existing social network through the offer or withholding of various forms of social support. Women's use of social support depends upon a number of factors: individual appraisal of personal resources and coping strategies, resources conceived as available from the social network, appraisal of stressors from contextual and personal viewpoints and an overall evaluation of the costs and benefits of utilization of one's social network.

Women continually reevaluate their choices about role behavior through the filter of important emotional relationships, weighing the costs and benefits of new behaviors as they may affect others important to them in their lives. In a replicated, single subject design using the behavior episode as a unit of analysis, women's evaluations of success as reentry students were more highly related to their evaluations of liking for and acceptance of others than to their evaluations of social support. In times of transition, peer group acceptance and companionship may be more supportive for adult women than the traditional components of social support.

Introduction

Throughout history adult women have been defined primarily by those relationships that reflect the normative roles of wife and mother. Rarely, with the exceptions of hunter-gatherer societies and the industrialized, urban poor (Brown & Kerns, 1985; Stack, 1974; van den Berghe, 1979), have women had direct access to resources that would ensure their survival and reproductive needs. They have had to settle-and most women today are still in this position--for indirect access to these resources through their assumption of the socially organized and prescribed roles of wife and mother. Consequently, researchers who study the behavior of adult women must do so within the context of their relationships, for it is through these personal relationships that most women find the means to survive and to reproduce (Aneshensel & Pearlin, 1987; Long & Porter, 1984). These relationships do not exist in a vacuum; they are shaped not only by personal needs, desires, and goals but also by the context in which they are formed.

Adult women face significant challenges in today's world of rapid technological change in part due to discontinuities experienced in work and career trajectories over the life course (Moen, 1985). These women are also aging at a time when the number and diversity of roles available to women in the United States is increasing (Hagestad, 1986; Riley, 1983). While normative role loss may be anticipated and planned for, nonnormative or off-time events may present beneficial mental health opportunities as well as stressors for women (Brim & Ryff, 1980; Schaie, 1981).

It is critical that adult women no longer place all their expectations within the normative roles of marriage and motherhood. Many of the forthcoming 50 million midlife women in the year 2000, ages 35 to 64, about 42 percent of the entire female population in the United States, may experience what Long & Porter (1984) entitle a "time gap" very unlike the time squeeze of the midlife male where time is running out on his career ambitions. This "time gap" reflects a woman's realization that she has many years left before retirement age with perhaps no husband because of separation, death or divorce, no children at home and no means of supporting herself socially and/or economically with a living wage. For most women, a commitment to multiple roles may be the only viable strategy to ensure their survival and reproductive needs. Both women and the social systems within which they participate are dynamic, changing entities: children grow up and move out, husbands lose jobs or die, parents need care and support. Creating coherence between personal dynamics and role dynamics is a continuing process.

The social relationships women bring to their middle years and which they lean on for support in times of transition are

often those formed early on, in their roles of daughters, friends, wives and mothers. What is the structure and function of these relationships? How do women initiate new roles and relate them to existing roles within the context of social relationships? Are existing social network systems influential in this process? A fuller understanding of the cognitive, emotional and social processes involved in such role transitions, the part social networks may play at such times and the conditions related to successful outcomes is of potential value both in assisting women to successfully initiate a revised life course and in providing information that may be relevant to initiating other types of new roles as well.

This paper discusses results from my research that examines the daily behaviors through which women integrate the role of student into already existing roles such as wife, worker and mother. Following Tinbergen's (1951) perspective towards behavior using different levels of analysis, from the broadest level in which behavior contributes to reproduction efforts to the more specific adaptive function of the behavior for the person--its benefits, costs and consequences--I consider women's behavior from three perspectives. First, what is the contextual or macrolevel surround that may reflect the developmental history or constitute an antecedent of the behavior under examination? Second, how do the relationships created by the woman at the individual or microlevel reflect her developmental, reproductive and survival needs, and third, how do the personal thoughts and feelings that the woman expresses about her world reflect her assessment of the costs, benefits and consequences of her daily behavior over time? Individuals endeavor to function as a unit guided by their personal goals; yet they are embedded as well within social systems and must seek coherence between personal goals and those expectations demanded by their culture (Ford, 1987).

The focus of this paper is upon the relationship suggested by the third perspective on behavior, that between women's evaluations of their behavior and the thoughts and feelings they express in their behavior over time. First, I will consider how emotionally important relationships shaped by women's role behavior may through their social networks influence women's choice of goals and the daily behavior used to achieve those goals over time. Then, I will describe the conceptual framework of the study and will discuss the research design and the unit of analysis used, the behavior episode. Finally, I will suggest some possible relationships between women's evaluations of support received through their social networks and their assessment of daily behavior in multiple roles.

Long Engagements: Important Relationships in Women's Lives

The role expectations and obligations of daughter, friend, wife and mother shape and guide the opportunities women have to create and maintain important social relationships. These important emotional attachments often involve what Plath (1980) calls consociates--those people who grow older together, who mutually define and redefine for one another the meaning of each other's maturing and aging. Plath asserts that human development is a mutual endeavor, best understood through the context of relationships; consociates cast "shadows" upon the lives of others. One's consociates, especially one's confidants, are important because they hold the power to certify which version of a person's narrative is truly the authoritative one, which self is genuinely preserved and transformed across extended engagements with others over time. They are able to reflect back to us what is of critical importance in our autobiographies, helping us to make continuous meaning out of our experience.

A woman's consociates become an important part of her social network and form what Kahn and Antonucci (1980) describe as a convoy of social support that remains stable over long periods of time. This convoy may be used as a buffering mechanism against role stress and overload and as a possible means of support in times of role transition, as well as a source of life satisfaction.

Women's social networks may include not only consociates but also those individuals (who may be consociates as well) that share their values and commitments to various roles (Hirsch, 1980; Thoits, 1985). Sometimes when women are in transition to a new role that may be chosen, such as reentry student, or thrust upon them as in divorce or widowhood, they create new relationships that support their new role status. Other women may put energy into already existing roles such as mother or daughter that are less affected by the new status and will maintain social relationships that support these familiar roles (McLanahan, Wedemeyer & Adelberg, 1981).

However, social networks have a life of their own and exist as separate entities from the focal individual, especially if the network is an enmeshed one where many of its members know one another. Although social networks may serve to maintain social continuity of norms and values while people explore new role patterns indicative of changing value systems, they tend to reinforce existing social norms and patterns of role-appropriate behavior (O'Brien, 1985). Consequently, if the individual chooses new roles and values not supported by the existing network, new members must be added to their social network to support the new patterns and old members discarded who no longer fit the new directions. This pattern was seen in McLanahan et al's (1981) research on well-being in divorced women.

Women's thoughts and feelings about their consociates in social networks serve as an evaluative, regulatory function (Ford, 1987), letting them know that their role behavior is or is not appropriate and acceptable to emotionally important others. This idea is consistent with Thoits's (1985) discussion on theories underlying the concept of social support. She asserts that thoughts of well-being are dependent on the person's awareness of the existence of on-going relationships, but these thoughts are not directly affected by this knowledge. It is the fact that these relationships exist that defines the individual's sense of security and sense of identity. Thoits considers social support to be a set of variables that has an interaction effect upon the individual's sense of well-being as supported by continuing social relationships, a view echoed by Hobfoll (1989) in his work on the ecology of stress and his conservation of resources model. He considers social support to be beneficial only in situations in which social interaction is possible and in which this interaction does not add to already experienced stress. Positive assessment of support by others seems to hinge on its value in promoting or supporting a positive sense of self, achievement of one's goals and a view that one can master or at least survive stressful circumstances. Women may use feedback from their social networks to support their on-going behavior in existing roles and to evaluate their new behavior when they add a role to their behavioral repertoire.

The Living Systems Framework: A Conceptual Perspective

D. Ford (1987) has developed a living systems framework (LSF) that provides a way of interpreting the relationships between use of social network systems, goals reflecting multiple roles, and thoughts and emotions in daily behavior over time. The LSF considers human beings to be dynamically organized structural-functional units, interacting with and responding continually to their environment. The processes of self-direction and self-regulation are critical components of this framework, as human beings are seen to be self-organizing, self-constructing living systems, continually changing or altering their behavior in order to accomplish goals that may be self-selected or imposed by their context.

Self-regulation involves biochemical, affective and cognitive processes. The affective regulatory processes evolved first and are more automatic. Cognitive regulatory processes evolved later and are products of learning and socialization, such as evaluations of progress toward goals and of treatment by others. These two regulatory processes are linked together. Cognitive evaluations tend to trigger relevant emotional reactions and emotional reactions influence cognitive evaluations (Ford, 1987).

The unit of analysis used in this study is that of the behavior episode (BE), a series of behaviors grouped together as organized functions to serve goals selected by individuals within the constraining and facilitating conditions of the environment (Bruner, 1982; Ford, 1987). Such episodes are organized and guided by cognitive, affective, motor and biological patterns called behavior episode schematas (BES) that are guided by learned prototypical patterns of thinking, feeling and acting in particular contexts for particular purposes. These BE's have the following characteristics: (1) they consist of patterns of thoughts, feelings and actions that extend over a period of time and have a beginning and an end; (2) they are directed toward some set of consequences or objectives; (3) they are contained within some set of environmental circumstances.

The LSF is used to guide the design of this research. Thoughts and feelings about significant others as well as possible reciprocity between a woman's coping processes and her social network system may help to direct and regulate daily behavior episodes organized to accomplish goals. Women may be expected to use different components of their social network to help with different roles; the new and unpredictable role of student may require more social support than the familiar roles of wife and mother. Adult women are being studied at a time of transition since that is when a system's processes may be most easily observed.

Research Design and Unit of Analysis

This study uses a replicated single subject design or P-technique in which one explicitly samples from three populations: persons, measurement occasions, and variables (Cornwall, 1988; Lebo & Nesselroade, 1978; Mitteness & Nesselroade, 1987; Nesselroade & Ford, 1985, 1987). It treats each person as a separate study and through analysis of multivariate, multioccasion data seeks to identify patterns of functioning characteristic of each person. Comparisons of such patterns across persons provides a basis for forming generalizations of a nomothetic nature.

Volunteers for this study are a nonrandom sample of 11 caucasian women and one asian woman between the ages of 29 and 50 (mean age: 38) with a high school diploma who were accepted for programs at a local business proprietary school. Eight women are married, one widowed, one divorced and two unmarried. Nine of the women are parents with at least one child still living at home. The lives of such women are underrepresented in the research literature on adult women, yet this population is often at great risk with regard to work and career trajectories (O'Rand & Henretta, 1982).

For each woman, a minimum of 100 occasions of measurement representing actual behavior episodes was sampled across a period of three months using weekly collections of quantitative and qualitative data. Six to ten BE's were collected for the previous 24 hour period during each weekly interview. Each day of the week was sampled at least once over the three month period. Each measurement occasion represents a behavior episode (BE) selected to achieve some goal(s) related to the woman's multiple roles. BE's selected met the criteria of being guided by at least one goal (for example, studying for an exam, fixing dinner), reflecting a primary role (such as student or mother) and having a definite beginning and end. The BE's are organized by role into eight categories: employee, student, mother, personal development, wife/important relationship, friend, daughter and other. No attempt was made to sample BE's equally among these roles, so the distribution of BE's among roles represents the relative emphasis on those roles in these women's daily lives.

The research design treats each woman as a separate study for purposes of discerning intraindividual patterns among the variables and interindividual similarities and differences among the women. This paper only presents information about results obtained from the aggregation of all BE's obtained from 12 women across a period of three months that include the presence of other people. This represents 1069 BE's out of a total of 1236, 86 percent of the sample. Because each BE is designed by the person to achieve a different goal, each BE is considered a separate and internally coherent experience and self report data for each BE is pertinent to that BE alone. In addition, because these women are describing events from the previous 24 hours, reconstructive memory processes are less likely to introduce biases. While the same measures are used repeatedly, they are used on quite different episodes, so confounds found in some types of repeated measures designs are less likely to occur here.

The variables measured included characteristics of BE's, emotions and elicitors of emotions underlying each BE and evaluations of four aspects of social support that research (Kahn & Antonucci, 1980; Sarason, Sarason & Shearin, 1986; Wellman, 1981) indicates are primary: aid, information, affect and affirmation for each BE collected. Aid and information refer to actual support received during the BE. Affect represents the amount, if any, of emotional closeness the woman experienced with others present in the BE. Affirmation indicates her evaluation of whether or not others valued and affirmed her ideas and feelings during the BE.

My previous research (Cornwall, 1988) supported the Living Systems Framework's (LSF) prediction that individuals' evaluations of satisfaction with their life is a function of their evaluation of the likelihood of progress toward, or success

in achieving goals that are important to them. As all behavior episodes are organized to achieve some goal(s), progress made toward goals, especially goals that are evaluated as important, is a valuable component of evaluations about life satisfaction. Such progress is evaluated using both cognitive and affective processes. Thus, the following hypothesis was tested: the more progress a woman sees herself making towards her multiple role related goals, the higher will be her evaluations of well-being.

The LSF also states that individuals function as components within their social groups, and that social emotions evolved to help regulate the effective performance of people in their social relationships. Consequently, each BE may reflect a person's thoughts and feelings about others giving aid, information, affect and affirmation within the context of the BE and supports the testing of this hypothesis: the higher a woman's satisfaction with her conceptions of her social network within the context of daily behavior, the higher will be her evaluations of well-being.

Evaluations of well-being were tested by the variables of satisfaction and liking using a Likert scale response to two items reflecting each variable. Satisfaction was measured by responses to (1) satisfied and (2) glad about something. Liking was measured by a response to (1) liking and (2) acceptance or closeness with others. Women's evaluations of progress in each BE was measured through their responses to (1) did you make progress towards your objectives and (2) were the results worthwhile? An assessment of women's responses to new challenges or ideas in their daily role behavior was measured by the variable new ideas that asked (1) did occurrences open up new ideas or possibilities for you and (2) was the content and pace of the episode variable and challenging to you.

Relationships between Social Support and Women's Thoughts and Feeling in Multiple Roles

What is the relationship, then, between women's long engagements with the consociates in their lives and their desire to achieve goals demanded by multiple roles? Is there a pattern between evaluations of social support and variables that reflect progress made toward personal and social goals and does the pattern change according to role?

Insert Table 1 about here

Table 1 reports Pearson-product-moment correlations, means and standard deviations for all eight variables for the total number of BE's that included other people. All correlations are significant at $p < .0001$. As predicted by the LSF, there is a strong relationship between progress and satisfaction ($r = .69$).

The variable new ideas is moderately correlated with progress, liking and with satisfaction, suggesting that it may relate in some way to goal attainment, especially, as will be discussed later, in the role of student. The high correlation ($r = .85$) between affect and affirmation also indicates that in BE's where the women felt emotionally close to others in the BE, she tended to feel valued and affirmed by them as well. While the other two components of social support, aid and information were strongly correlated ($r = .73$) together, they were only moderately correlated with affect and affirmation, indicating that instrumental aspects of social support are distinct from its affectional evaluative aspects. Personal evaluations of progress were only slightly correlated with evaluations of aid and information and only slightly more so with affect and affirmation; women in this sample were able to work successfully toward their goals in general without instrumental help or this type of emotional support from others.

Liking, however, was moderately correlated with satisfaction ($r = .64$), with progress ($r = .48$) as well as with affect ($r = .62$) and affirmation ($r = .58$). This finding suggests that liking, with its connotations of accepting and enjoying the company of others without any need for immediate reciprocity, although related to social support may be a distinct and important component in women's social relationships during periods of role transition. Women's interpersonal relationships may serve their goals in two ways: first, they may provide consequences that directly satisfy certain goals such as companionship, being liked and having fun. Secondly, they may facilitate achieving goals where the consequences sought lie in other contexts, using the components of advice, aid, assistance and emotional support found in social support.

This distinction between social support and companionship is borne out by Rook's (1987) work on these two constructs in which she found that companionship plays a more important role in sustaining emotional well-being than previous studies on social support have acknowledged. Rook notes that while social support may be most useful in reducing threats to well-being by aiding adaptation to stressful life events, companionship may be more valuable in providing positive inputs to well-being such as recreation, humor and affection. Hirsch's (1980) study of women in transition found a strong positive relationship between their social relationships and reported self-esteem, and Wellman (1985) in his analysis of social networks in a Canadian city found that companionship, emotional aid and small services comprised the most common packages of social support in his community sample.

Moreover, liking someone and enjoying his or her company does not imply any obligation of future repayment. On the other hand, acknowledging and accepting emotional support and affirmation from others does imply some kind of reciprocity later

on, a commitment of time and energy that adult women embedded in multiple roles may not have the time or desire to make. The function of social networks as elicitors of stress as well as of support is noted by Belle (1983) in her discussion of the impact of poverty upon social networks, in which the time and stress involved in the paying back of instrumental and emotional support often places constraints upon the help initially offered. In a similar vein, Wellman (1985) argues that social systems must be treated as networks of dependency, in which relationships result from differential possession of scarce resources in the community and the structured allocation of these resources through social networks.

It must be noted that this sample may be affected by selection effects. That is, the process of negotiating with significant others about the possible return to school may have taken place before these women made the commitment to become reentry students, a decision dependent upon knowledge that their important support systems were already in place. This sample probably does not include women who were unsure of their social networks and possible social support. Moreover, 11 out of the 12 women met the admissions requirements for admittance and had found the time, financial support and the ability to take on the role of student, even after a long hiatus away from school.

These women also had the confidence to allocate time to be in the study and to remain in the study even during periods when they felt they really didn't have time for an hour long weekly interview. These women felt competent enough to assume the new and unfamiliar role of student while maintaining their already existing role expectations and relationships. Their evaluations of liking, feeling close to others in their multiple roles and sensing from nonverbal and verbal communication that they were liked in return may have been enough without the need of actual emotional and affirmative support to contribute to their evaluations of progress and satisfaction.

Interview data indicate that the women's support networks were in general very supportive of the women's return to school; skills learned there would contribute to the distinct possibility of salaried employment that would directly benefit the women's immediate families. Most of the women's social networks were structurally similar. The mean number of network members was 14 with a range of 3 to 31. An average of 78 percent of network members knew other people in the same network as well (range = 54 to 100 percent). Most of these women came from close, extended families who tended also to know their intimate friends. Women's mean responses of satisfaction with the 27 possibilities of social support listed on the Sarason, Levine, Basham & Sarason (1983) Social Support Questionnaire equaled 5.4 out of a total positive value of 6. As Thoits (1985) suggests, positive evaluations of social support may indicate to individuals that

there is mutual agreement with others that they are meeting their role expectations and obligations. It was important to these women and to their social networks that they meet and would continue to meet the obligations of their already existing roles of daughter, wife and mother. Were these women, then, able to make progress toward goals and evaluate progress satisfactorily in each of their multiple roles?

Insert Table 2 about here

Table 2 gives Pearson-product-moment correlations, means and standard deviations for each of the eight important variables in BE's by role. Although the limited number of BE's in some roles restricts the power of formal statistical inference, descriptive statistics for all roles are represented in the table. The role of student framed most of the days for these women; they went to school five days a week from 8 am to 3 pm and usually studied in the evening. In general, they appear to be satisfied with their progress ($r = .68$) and in this role appear to be most aware of the possibility of new ideas and cognitive challenges as they endeavor to learn new material as students ($r = .57$). Progress toward goals related to the student role is weakly related to the four dimensions of social support; these women were committed to doing well as students whether or not support was available. Means and standard deviations of aid and information indicate, however, that these components of social support were highest in BE's representing the student role. This finding supports the common sense idea that women were in most need of tangible aid and information from teachers, staff, and fellow students as they learned how to become effective students. They already had enough previous aid and information to perform effectively in their other roles.

Progress and satisfaction are strongly correlated in all roles, suggesting that these women have enough control over their daily behavior to select BE's that will be instrumental in achieving their personal goals. They endeavored to use what little discretionary time they had as reentry students effectively and efficiently and appear to be satisfied with most of their BE's. Progress in the roles of mother, wife, friend and daughter is moderately to strongly related to liking, affect and affirmation. These roles involve long-term relationships with consociates in which the affective component is a salient part. The highest relationship between progress, satisfaction, liking and social support is in the role of wife. Interview data indicate that the dependability of spousal emotional companionship and support was critical to women's well-being during this transitional period.

Conclusion

These data support the idea that adult women tend to plan, choose and evaluate their behavior within the context of important relationships. Of all the BE's collected over a three month period, 86 percent of them included the presence of other people. Women in multiple roles exist amidst relationships important to their economic survival, biological reproduction and emotional well-being. It is through the nurturance and sustaining of relationships that women are able to survive and raise children to reproductive age.

While it is not possible on the basis of these data to infer any causal relationships between evaluation of progress in multiple roles and the assessment of liking and closeness to others, those BE's in which progress is noted contain evaluations about others present that tend to be positive. Acceptance and closeness to others is particularly present in the roles of daughter and wife that involve families of origin and procreation. Traditionally, women have gained indirect access to resources through their relationships to father and to spouse. These relationships with male providers continue to be economically and emotionally important to the women sampled here.

The relationships between dimensions of social support and evaluations of thoughts and feelings in BE's appear to be predicated upon and shaped by role expectations and obligations. Women in the new role of student hoped for and received aid and information from teachers in order to successfully perform their new role. They looked for, gave and received companionship from fellow students to sustain them as they discovered new competence and skills during the first three months of their educational program. They did not, however, expect or depend upon emotional support or affirmation from peers, teachers or staff to progress in the learning of business skills.

Prestudy interviews indicate that 10 out of the 12 women chose to become students at a time when their lives and relationships were not experiencing any unexpected changes. The LSF suggests that for changes in living systems to be successfully incorporated, already existing systems must be predictable and stable so that attention and energy may be directed toward new disruptions in the person and in the environment. The fact that most of the women did not require significant aid or information in their already existing roles as daughters, friends, workers, wives and mothers suggests that these roles were familiar and expectable; they were able to place this role behavior on "hold" while expending extra energy and time in the new role of student. Women for whom this wasn't true probably did not choose a student role and were not available for sampling. Interview data supports this picture of women's steady state behavior. The only habitual role behavior that changed greatly while these women were students was that of housework--while windows didn't get washed, floors cleaned or furniture

dusted, those behaviors that supported and enhanced important relationships stayed in place. Women continued to cheer children at ball games, watch television with spouses and talk to parents and friends on the phone.

As Thoits (1985) and Hobfoll (1989) have suggested, women's thoughts and feelings about their important relationships appear to serve as a regulatory function, letting women know if their social networks will act as holding systems while they undertake new transitions in their lives. These evaluations may serve as well as an "early warning system", signaling to women that change in these relationships is underway and must at some point be attended to. Women appear to use feedback from their social networks to evaluate the benefits and costs of role transitions in their adult years and the effect of such transitions upon the long engagements that shape their lives, those people with whom they share on-going mutual biographies over time. For these women, the risks they took to return to school to improve the economic situation for themselves and important others was mitigated by the continuing care, acceptance and closeness from the important relationships that shaped their lives.

These data, although limited in nature, have important implications for prevention and/or intervention programs designed to help adult women. Strategies designed to help women become economically, mentally, and emotionally independent, interventions that assist women in obtaining direct access to resources instead of indirectly subsisting upon the goodwill of others, must take into consideration the social system of long-term relationships within which most women are embedded. Intake information about the stability of key figures in women's social networks will aid in decisions about what changes to make in women's lives that will be least disruptive and most supportive to women as living systems. In times of transition, peer group support and companionship may be more beneficial for adult women than the traditional components of social support.

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Table 1
Intercorrelations, Means and Standard Deviations of Key Variables

(N = 1069 BE's)	1	2	3	4	5	6	7	8
1. Progress toward goals*	—							
2. Satisfaction*	.69	—						
3. New ideas*	.40	.47	—					
4. Liking someone*	.48	.64	.40	—				
5. Aid**	.20	.24	.30	.25	—			
6. Information**	.16	.22	.37	.26	.74	—		
7. Affect**	.37	.42	.25	.62	.41	.42	—	
8. Affirmation**	.34	.44	.27	.58	.42	.43	.85	—
M	11.2	9.6	7.5	9.6	4.5	4.5	4.9	4.7
SD	2.8	3.3	4.0	3.2	2.4	2.4	2.0	2.1

Note. N = 1069 behavior episodes obtained from 12 women. All correlations significant at the $p < .0001$ level.

* Range equals 2-14.

** Range equals 1-7.

Table 2
Intercorrelations, Means and Standard Deviations of Key Variables
by Role

Student (N = 665)	1	2	3	4	5	6	7	8
1. Progress toward goals	—							
2. Satisfaction	.68	—						
3. New ideas	.58	.57	—					
4. Liking someone	.45	.60	.53	—				
5. Aid	.26	.30	.31	.40	—			
6. Information	.27	.31	.35	.39	.83	—		
7. Affect	.30	.36	.35	.59	.59	.62	—	
8. Affirmation	.27	.36	.33	.55	.55	.59	.88	—
M	10.8	9.2	8.1	9.1	5.0	5.1	4.6	4.5
SD	2.9	3.3	3.7	3.1	2.2	2.1	2.0	2.1

Note. All correlations significant at the $p < .0001$ level.

Mother (N = 141)	1	2	3	4	5	6	7	8
1. Progress toward goals	—							
2. Satisfaction	.67	—						
3. New ideas	.15	.31	—					
4. Liking someone	.46	.61	.29	—				
5. Aid	.28	.30	.07	.26	—			
6. Information	.21	.25	.12	.25	.45	—		
7. Affect	.45	.48	.07	.61	.31	.35	—	
8. Affirmation	.46	.57	.24	.59	.36	.38	.78	—
M	11.8	10.1	6.2	10.0	3.7	2.9	5.2	4.7
SD	2.5	3.3	4.2	3.6	2.4	2.3	1.9	2.2

All correlations above .15 significant at $p < .01$ level or better.

Personal Development (N = 64)	1	2	3	4	5	6	7	8
1. Progress toward goals	—							
2. Satisfaction	.63	—						
3. New ideas	.26	.57	—					
4. Liking someone	.40	.68	.50	—				
5. Aid	.11	.20	.12	.07	—			
6. Information	.02	.24	.17	.30	.63	—		
7. Affect	.26	.39	.10	.71	.22	.33	—	
8. Affirmation	.17	.37	.15	.58	.38	.40	.80	—
M	12.0	10.8	6.8	10.1	3.9	4.0	4.9	4.8
SD	2.4	2.9	4.4	3.5	2.7	2.6	2.2	2.2

All correlations above .23 significant at $p < .05$ level or better.

Wife/significant other (N = 53)	1	2	3	4	5	6	7	8
1. Progress towards goals	—							
2. Satisfaction	.88	—						
3. New ideas	.46	.55	—					
4. Liking someone	.75	.83	.44	—				
5. Aid	.30	.35	.41	.27	—			
6. Information	.37	.34	.53	.28	.72	—		
7. Affect	.74	.69	.58	.65	.37	.39	—	
8. Affirmation	.73	.66	.44	.60	.37	.37	.82	—
M	11.7	10.6	8.3	11.0	4.3	4.6	5.7	5.4
SD	3.2	4.0	4.8	3.4	2.6	2.5	1.8	1.9

Note. All correlations significant at $p < .05$ level or better.

Friend (N = 96)	1	2	3	4	5	6	7	8
1. Progress towards goals	—							
2. Satisfaction	.67	—						
3. New ideas	.37	.41	—					
4. Liking someone	.60	.79	.21	—				
5. Aid	.32	.38	.37	.25	—			
6. Information	.27	.37	.42	.31	.78	—		
7. Affect	.60	.60	.29	.61	.34	.39	—	
8. Affirmation	.63	.68	.37	.68	.37	.41	.83	—
M	11.5	10.7	6.8	11.0	3.4	3.7	3.4	5.3
SD	2.5	2.8	4.2	2.6	2.6	2.4	1.7	1.8

All correlations significant at $p < .05$ level or better.

Daughter (N = 14)	1	2	3	4	5	6	7	8
1. Progress towards goals	—							
2. Satisfaction	.72	—						
3. New ideas	-.45	-.15	—					
4. Liking someone	.70	.87	-.01	—				
5. Aid	.58	.21	-.25	.36	—			
6. Information	.19	.12	-.03	.28	.52	—		
7. Affect	.52	.63	-.24	.58	.32	.45	—	
8. Affirmation	.60	.69	-.06	.74	.24	.30	.87	—
M	11.0	9.5	4.9	10.1	3.4	4.0	5.4	5.7
SD	2.3	3.1	2.1	3.3	2.5	2.3	1.6	1.6

All correlations above .50 significant at $p < .05$ level or better.

Employee (N = 18)	1	2	3	4	5	6	7	8
1. Progress towards goals	—							
2. Satisfaction	.19	—						
3. New ideas	-.12	.62	—					
4. Liking someone	-.33	.36	.63	—				
5. Aid	-.16	.49	.34	.67	—			
6. Information	-.19	.16	.39	.58	.46	—		
7. Affect	-.08	.05	.07	.60	.75	.22	—	
8. Affirmation	-.30	.38	.25	.67	.87	.31	.82	—
M	13.1	10.7	5.6	9.8	4.7	3.2	5.2	4.9
SD	1.4	2.0	3.1	2.2	2.2	2.6	2.1	2.3

All correlations above .45 significant at $p < .05$ level.

Other (N = 18)	1	2	3	4	5	6	7	8
1. Progress towards goals	—							
2. Satisfaction	.56	—						
3. New ideas	.47	.89	—					
4. Liking someone	.27	.21	.22	—				
5. Aid	.20	.14	.16	-.02	—			
6. Information	-.04	.37	.41	.10	.32	—		
7. Affect	.14	-.13	-.23	.58	.11	-.05	—	
8. Affirmation	.06	.11	.10	.46	.26	.23	.38	—
M	12.3	8.7	4.7	10.0	3.1	2.5	5.4	5.4
SD	2.3	3.0	2.8	2.6	2.3	1.8	1.8	1.7

All correlations above .45 significant at $p < .05$ level or better.

Note: These BE's represent the role of relative or volunteer group leader.